

**EAST BAY CONSERVATION CORPS CHARTER SCHOOL, CORPSMEMBER DIVISION
(CDS Code: # 0130518)**

**California Public Charter Schools Program Grant Application
Implementation Grant**

PROPOSAL ABSTRACT

Founded in 1983, the East Bay Conservation Corps (EBCC) is a 501(c)(3) non-profit organization dedicated to promoting youth development through environmental stewardship and community service. The EBCC Charter School was established in 1995 to further the agency's programs to serve at-risk youth and develop leading-edge educational models based on service-learning. The EBCC's founding program now operates under the Charter School's Corpsmember Division for 18-24 year old young adults who have done poorly in traditional public schools. The Division combines classroom instruction with applied learning through work experience in community service and environmental improvement projects.

The Corpsmember Division serves more than 100 young people at any given time. These students or "corpsmembers" are 18 to 24 year-old inner city youth struggling to make the transition to adulthood. Almost universally, they come to us having done poorly in the public schools. The Corpsmember Division focuses on helping students or "corpsmembers" take care of themselves, their families, and their communities. Our vision for these students is to re-engage them in community life as educated citizens, empowered to take on adult responsibilities. Our vision for the Division's educational program is to create a model that can embrace diverse skill levels; build on the strengths of individual learning styles; and integrate and award educational credit for a broad range of learning experiences.

The Division's education program is based on five interconnected areas of competency needed to function productively in our society: academics, citizenship, communication, employability, and life skills. However, we have not yet achieved the formalized, integrated curriculum and student assessment strategies that will fully support our educational vision. Through this request, we seek \$150,000 over two years to increase our educational capacity by formalizing, expanding and integrating the Division's curriculum and student assessment systems, and improving teacher training. Funds will be applied to enlisting the expertise of educational consultants; helping to pay for existing and new staff; and materials and teacher training.

The Corpsmember Division's effectiveness as a school is based on the EBCC's 15-year history of success in innovative educational programming, in business and organizational management, and in developing long-term partnerships with numerous public agencies, community-based organizations, and colleges and universities. Through this and other programs, the EBCC has served the needs of thousands of students and other community members in the San Francisco East Bay Area related to education, community service, health and environmental improvement. The Division's comprehensive, competency-based approach to education represents a fundamental shift in how educational success can be defined and measured, with important implications for education and training programs nationwide.

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**Application to the
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I. THE CHARTER SCHOOL'S EDUCATIONAL VISION

A. Baseline Information

Founded in 1983, the East Bay Conservation Corps (EBCC) is a 501(c)(3) non-profit organization dedicated to promoting youth development through environmental stewardship and community service. The EBCC Charter School was established in 1995 at the urging of local, state, and national educators. Their support is based on the EBCC's successful history in serving at-risk youth and developing leading-edge educational models based on service-learning. The EBCC's founding program now operates under the Charter School's Corpsmember Division. It combines classroom instruction with applied learning in community service and environmental improvement projects, such as creek restoration, recycling, and emergency response.

The Corpsmember Division serves more than 100 young people at any given time. These students or "corpsmembers" are 18 to 24 year-old inner city youth struggling to make the transition to adulthood. Almost universally, they come to us having done poorly in the public schools. Upon entering the program, corpsmembers' academic skills average between the 5th and 7th grades; many test as low as the 2nd grade. As of January 1998, the Division's student population is 88% African American, 9% Latino, and 3% white or Asian. On average, three-quarters are male.

Most corpsmembers see no reason to believe they can succeed in life. One-fifth are homeless; 16% are on General Assistance; and 10% are residents of public housing. They have little or no employment history and little or no sense of how to hold a job. In most cases, the EBCC provides their first highly disciplined work experience. Moreover, one-half of corpsmembers are parents and must also take care of their own children. In addition, many have had problems with the law, and approximately 35% are currently on probation.

Our target population lives in the low-income communities of the Richmond to Hayward corridor of the San Francisco East Bay Area. More than 80% of our students live in Oakland. While it is an ethnically and socio-economically diverse city, neighborhoods are still largely segregated into distinct African American, Latino and Asian communities. They differ as well in terms of economic vibrance. Approximately three-quarters of corpsmembers live in East, West and North Oakland. An October 1997 community assessment report prepared for United Way of Alameda County cites the following statistics for these neighborhoods: 60-80% of residents are African American; 4-10% are Asian/Pacific Islander; and 4-18% are Latino. Additionally, 22-39% of all residents live below the poverty line; 40-53% of working age persons have dropped out of the labor force; and 31-44% of residents above the age of 25 have not graduated from high school.

Given this context, our students face three primary areas of concern. First, they are under great pressure to earn a living immediately. Second, their lives are extremely unstable. Third, they have very limited skills. As a result, of the more than 400 students who begin the program many are expelled, primarily because of absenteeism. They lack the self discipline to handle the stress of their lives and the demands of our program. Therefore, the most immediate challenge our school faces is time. We have to help them deal with their professional, personal, and academic needs, and we have to help them quickly, before they disappear to the streets.

B. Educational Vision

Because of the enormity of their needs, the Charter School's Corpsmember Division focuses on helping corpsmembers to take care of themselves, their families, and their communities. Our vision for these students is to re-engage them in community life by empowering them to take on adult responsibilities. Corpsmembers will be equipped with both the "hard" and "soft" skills needed to succeed in an increasingly competitive job market and the capacity to effect positive change in their own lives and their communities.

Our student population reminds us daily that learning is not about how teachers teach, but about how students learn. Our vision for the Division's educational program is to create a model that can embrace diverse skill levels and build on the strengths of individual learning styles. Students need to learn by analyzing, but they also learn by doing, sometimes long before they have the analytical skills. We seek to promote and credit both kinds of learning, whether in the classroom or in the field. We aim to develop and use materials that support this multiplicity and range. Finally, we will evaluate success based on outcomes that are meaningful to corpsmembers' lives and using instruments that are effective and appropriate for our innovative curriculum.

We pursue this vision in the setting of a youth conservation corps, but one much more broadly defined than a work or job training program. The EBCC was founded upon the belief that young people are an important resource who have something to offer to the well-being of the larger society. We seek to realize their potential through a comprehensive program model which emphasizes education, recognizing — as Dewey did — that a healthy democracy is predicated on an educated citizenry. From our inception, the EBCC has relied upon an education reform model that embraces community service, environmental stewardship *and* education and training. It is an approach to youth development that has led the way for other urban corps to incorporate education into their programs.

The Corpsmember Division's education program is based on five interconnected areas of competency needed to function productively in our society: academics, citizenship, communication, employability, and life skills. Our goal is to teach the skills corpsmembers need to succeed in all these areas and to develop their capacity to apply those skills to any situation. Many of these skills are learned through the medium of service to the community. Each competency is linked in concept and practice to the others to address the overall development of students:

- ▶ **Academic:** Master academic skills in history, language, the arts, science, mathematics, and critical thinking and use these skills to understand the world and help shape it.
- ▶ **Citizenship:** Demonstrate an awareness of the relationship of the individual, society, and the environment; and use the awareness to enrich and protect all three.
- ▶ **Communications:** Master the different forms and tools of communication, including technological, and use them effectively.
- ▶ **Employability:** Demonstrate the ability to analyze what's needed to find a job and develop the skills needed to succeed in the workplace.
- ▶ **Life skills:** Understand and demonstrate basic skills needed to function daily, including safe, positive health habits for one's self and one's family.

Each area is also organized into four progressive skill levels: taking care of one's self; working with others; preparing to move on; and service and leadership. This is illustrated in the table on Page 5. Certificates of mastery will recognize demonstrated skills development in each area and level, leading up to a full diploma. This system will provide a formal record of achievement at each step in corpsmembers' development of skills and experience, which they can take to new employment and educational opportunities regardless of when they leave the program.

Our program has been shaped by the EBCC's 15 years of experience working with this student population and the many problems that dominate their lives. Our collective vision about a learning community has been nourished over the years by the thoughts and writings of many insightful educators. The competency-based design and the individualized, open-entry, open-exit instructional strategy grew out of the framework developed by Robert Taggart's Remediation and Training Institute. To meet the unique needs of our students, however, the Corps developed much of its own curriculum. We have drawn on sources such as the SCANS criteria for workplace skills developed by the U.S. Department of Labor and are guided by state standards and federal guidelines. We also look to the expertise of a highly varied staff and our numerous community partners; the expectations of the program's work project sponsors; and economic and workplace trends that most directly affect corpsmembers.

Unlike the narrow requirements of a traditional education, the Corpsmember Division's high school diploma requires demonstrated mastery in all five competencies defined above. We seek to validate learning in all areas and through a variety of means. We aim to measure and give credit for experience and skills development in not only academics but citizenship, communication, employability and life skills. We expect our students to become more educated and employable, and to define their well-being in relationship to those around them and the larger community. And while many students in our public schools don't contend with the same problems and disadvantages as do our corpsmembers, the core competencies of our curriculum are relevant to the education of all young people. In this way, the program represents a fundamental shift in how educational success can be defined and measured, with important implications for education and training programs nationwide.

II. THE ORGANIZATIONAL STRUCTURE OF EFFECTIVE CHARTER SCHOOLS

A. Educational Capacity of the School

The Corpsmember Division's educational strategies emerged from the EBCC's long history in developing innovative educational models and meeting diverse local needs through community service-based programs. The Charter School's Corpsmember Division and planned K-12 Division are key indicators of our commitment and comprehensive approach to youth development and education. Similarly, the EBCC's Project YES (Youth Engaged in Service) incorporates service-learning and citizenship values and provides teacher training while serving more than 2,000 students annually in the Oakland Unified School District (OUSD). The EBCC's AmeriCorps Program integrates literacy tutoring with health and nutrition, parent involvement and after-school and summer enrichment programs in Oakland's neediest elementary schools. This experience and expertise, enhanced by strong public and private partnerships, is reflected in the evolution of the

CORPSMEMBER COMPETENCIES/SKILL LEVELS

(May 14, 1998)

	Level 1	Level 2	Level 3	Level 4
ACADEMICS	5 th Grade: reading, writing, mathematics	8 th Grade: reading, writing, mathematics	10 th Grade: reading, writing, mathematics, social studies, science.	High school diploma (12.9): reading, writing, mathematics.
EMPLOYABILITY				
Work Maturity	Prepare self: time management, following directions.	Reliability, good attendance, working with others.	Taking work-related information or instructions and applying to specific tasks or situations.	Workplace leadership skills.
Technical Skills	Basic keyboard and tool use; vehicle inspection and maintenance.	Basic word processing and job-specific tool knowledge.	Intermediate computer skills and job-specific tool knowledge.	Advanced computer skills and job-specific tool knowledge.
Career Development	Conduct self-assessment, set career goals, create generic resume and cover letter.	Explore career and higher education options.	Prepare career action plan, including job-specific resume.	Complete an apprenticeship, conduct job search
LIFE SKILLS	Care of self: problem solving, basic health care, nutrition, safe sex, substance abuse, first aid, setting personal goals, money management, physical activity (150 hours).	Care of others: CPR, parenting/family planning, interpersonal relations, gender roles, use of financial credit.	Basic accounting for managing personal finances.	Emergency preparedness.
CITIZENSHIP	Function in the community: Maintain current ID; learn respect for co-workers, conservation and recycling, and teamwork.	Understand the community: explore current events; develop multicultural awareness; understand the relationship between community and the environment.	Participate in the community: engage in discussion about neighborhood and workplace issues and needs; apply teamwork and conservation knowledge; practice democratic principles.	Serve the community: engage in community service; apply leadership skills; apply computer- or other tool-related skills to community service projects.
COMMUNICATION	Verbal communication: Learn professional language and behavior; convey verbal information; listen and rephrase; conflict resolution.	Written communication: Convey written information; learn outlining skills; practice professional language and behavior.	Public communication: Speaking to large groups; job interviewing; developing group consensus.	Advanced communication: Use computer and other technical means to communicate; convey technical information; explore artistic self-expression.
SUMMARY	Care of self	Working with others	Preparing to move on	Leadership and service

Corpsmember education program over nearly 15 years. In 1986, the program was counted among the top five remediation programs in the nation for urban youth who have slipped through traditional safety nets. Over the past four years, we have achieved four times the national average rate of student grade gains.

The Corpsmember Division's on-site Learning Center provides an individualized, self-paced curriculum and a low student-teacher ratio as an effective alternative to young men and women who have experienced little or no success in traditional educational settings. For three hours, two nights a week, corpsmembers rotate between individualized and group instruction and work in the computer lab. This varied format allows us to manage large class sizes and address the wide range of student skills and learning styles. Every four months, students are tested and reassigned to appropriate groups. When they have earned their GED's or demonstrated GED-level skills, they graduate to an advanced student program of independent study in which they explore career options and take college courses.

A primary goal in this proposal is to link classroom instruction with education in the field, where corpsmembers spend the majority of their learning time, and to develop assessment strategies to give credit for what they learn there. As part of contracted community service crews, corpsmembers work 32 hours/week and earn minimum wage plus raises and promotions. They gain work experience; apply concepts related to math and science; and develop job-specific technical skills related to landscaping, recycling and conservation. They learn responsibility; how to work with others, resolve conflicts, and solve problems; and how the market place works and how to deal with its demands. They learn how to take care of the local community and environment.

In addition to classroom and field instruction, a one-week orientation and bi-weekly workshops build additional skills. Subjects include first aid, career exploration and goal setting, housing, sex education, parenting, nutrition, conflict resolution, conservation awareness, and money management. Additionally, advancement and leadership opportunities are offered through crewleader training and individual internships with local recycling and public works agencies.

Corpsmembers personal needs are addressed by case managers and other staff, who counsel and refer them to additional community resources. In-house support will be supplemented by a recently-funded project to develop mentoring and job-shadowing opportunities through partnerships with local businesses and their employees. Public and private agencies offer workshops and access to their services through our annual Health Fair. An annual Career Fair gives corpsmembers first-hand exposure to local employers, who provide information about the job market and the skills required to obtain employment in a variety of industries in the region.

Parts of our existing curriculum are clearly defined and have easily identified objectives, materials, and assessment tools. In academics, we use the Test of Adult Basic Education and GED tests, among others. Corpsmember performance in the field is evaluated in part using the SCANS criteria. We are expanding these tools into a full portfolio representing mastery throughout corpsmember education. In order to facilitate record keeping, we installed the local district's School Administrative Student Information system (SASI) to track all student performance and attendance.

However, we have not yet achieved the formalized, integrated curriculum and student assessment strategies that will fully support our educational vision. While we will administer all required tests, we can not rely on them alone — we need assessment tools that are appropriate for the wide range of our curriculum and students' skill levels. Our proposed objectives for this grant will be key to our success in this respect, and result in increased professionalism in teaching and evaluation strategies and a more coherent, effective educational approach.

The school's staff bring a range of skills to meeting corpsmembers' diverse needs and managing the variety of program functions. All academic instructors are required to have teaching credentials and are capable of teaching a wide range of skill levels. Case Workers provide case management and crisis intervention and assist teachers in the Learning Center. Work crew supervisors understand the demands of the market place, proper usage of hand and power tools, and concepts of conservation. They also understand the issues Corpsmembers face and teach them how to work together while coping with those issues.

Thus far, most staff training has been in specific areas, ranging from leadership skills development and creek restoration to educational software packages and adolescent health. In a program as interwoven as this one, however, we recognize the need for training and professional development both in areas of expertise and in the connections between the various disciplines. For example, the academic staff should understand the use of power tools in restoration projects to be able to explore the application of academic subjects to the maintenance and use of these tools. Professional development related to core subjects like conflict resolution, service-learning and the demands of the market place will be expanded to all staff. Staff will also be trained in the effective use of new curriculum and assessment systems funded by this grant. Finally, the EBCC's partnership with California State University, Hayward (CSUH) may enable staff to gain credit toward their teaching credentials through their work in the program, which one of our Education Coordinators did recently. As we formalize the education program, even field supervisors may be able to take advantage of this development option. Our ultimate goal is to become a teacher training site for service-learning education through this long-standing relationship with CSUH.

Staff that are key to the success of the initiatives proposed for this grant include:

- ▶ Joanna Lennon, founding Executive Director, who has twenty-two years experience designing and managing programs in the United States and the United Kingdom. She was the first President of the National Association of Service and Conservation Corps; President of Youth Service California; and is a founding member of the Alliance for Service-Learning in Education Reform.
- ▶ John Oubre, Corpsmember Program Director, who has spent twenty-five years working primarily with young people placed at risk. He has held positions as a teacher at schools and jail facilities, a program director, and Dean of Students at Eagle Rock School, a private, residential high school in Colorado.
- ▶ Jonathan Albert, Youth Development Manager, who holds two master's degrees and an interdisciplinary Ph.D. based in English. He taught secondary and college level classes for ten years before joining the EBCC in 1989.
- ▶ Three Education Coordinators, who bring years of experience in teaching, public interest law and criminal defense, and the Peace Corps. Their professional degrees

include an adult education teaching credential and a multiple subject teaching credential with an emphasis on service-learning.

B. Business and Organizational Management Capacity of the School

The Charter School design includes the Corpsmember Division and another Division for grades K-12, which is organized along traditional grade levels and student ages and will open in September 2000. In December 1997, a Planning Committee composed of board members and management staff was appointed to undertake a comprehensive strategic planning process to guide the agency as a whole into the next century. The process will involve all key agency and community stakeholders and, among other things, develop improved systems for monitoring progress against annual and long-term goals in all program areas.

Over its 15 year history, the EBCC has grown to a \$10 million organization serving thousands of children, youth and young adults in the East Bay Area. The agency's 1997/1998 fiscal year budget is at \$9,124,732, which includes \$3,335,875 in projected fee-for-service contract revenue. The projected budget for FY 1998/1999 is \$10,030,248, pending final board approval June 18, 1998. The EBCC receives a broad base of support and funding through public/private partnerships with federal, state and local government agencies, and with local community service organizations. Corpsmember projects include contract services for a variety of agency sponsors throughout the region, including public works departments, city and regional parks, marinas, churches, public housing developments, and schools. Private foundations, corporations, and individuals also invest in the EBCC's programs through in-kind and cash contributions and a range of volunteer activities.

The Corpsmember program and the organization as a whole have a solid track record in generating revenues. Average Daily Attendance (ADA) funds are one key source of sustainable funding. Fee-for-service contracts have provided another steady source of income since the Corpsmember program's inception. Since 1992, this revenue has increased by 62%.

Another important source of funding is the California Department of Conservation (DOC), which has supported local Conservation Corps through AB 2020 (California Beverage Container Recycling and Litter Reduction Act of 1986) funding since the legislation's implementation. The EBCC has been the top recipient among the 11 other local Corps across the state. The 1998/1999 formula for funding allocation guarantees a minimum of \$989,881 for the EBCC overall. This amount is linked to our performance and responsiveness to Division of Recycling and DOC priorities. Of the total, \$529,456 is earmarked for the Corpsmember program. We have a proposal pending for additional DOC funds, which will be awarded on a competitive basis.

The EBCC employs more than ninety full-time professional staff. The agency's management team consists of the Directors of Program, Development, Planning/Special Projects and Operations/Personnel and the agency's founding Executive Director. They are overseen by an active Board of Directors, whose membership includes the OUSD Assistant Superintendent of Curriculum, Standards and Professional Development. The board President is a former independent schools head and the Treasurer is a retired Executive Director of the Accrediting Commission for Senior Colleges and Universities for the Western Association of Schools and

Colleges. Other members include for-profit and non-profit business executives.

The agency's Administration Department oversees all budgets, monitors purchasing and cash flow, follows accepted accounting procedures, and handles all fiscal audits. The Director of Operations/Personnel oversees all personnel functions and, with the aid of the Controller, all fiscal activities. They have 18 years combined experience in financial management. The agency has a staff manual that defines all personnel policies and a Corpsmember Handbook detailing policies specific to corpsmembers.

The Corpsmember Division of the EBCC Charter School is broken into three departments. The Youth Development Department with a staff of 14 oversees all academic and classroom instruction. The Field Department with a staff of 20 develops and manages the work contracts, and supervises corpsmembers in the field. The Recycling Department with a staff of five oversees an on-site recycling operation, and intern positions with recycling and county public works agencies. All three departments work together under the Director of Program to support the concept of applied education throughout the program.

The EBCC Charter School's operations are based out of the agency's main office located at 1021 Third Street in Oakland. This building houses all administrative offices, Project YES and AmeriCorps program operations and the Corpsmember Division's Learning Center. We will soon be expanding the Learning Center's computer lab to accommodate 30 networked computer stations pledged to the program by the Oracle Corporation. The program's Field and Recycling Department operations are located across the street at 985 Third Street in another building owned by the same firm. The Corpsmember Division will remain in these two facilities for the foreseeable future, maintained by a combination of the landlord and the EBCC's highly-equipped Operations Department. To speak of these two buildings as the school's sole sites, however, is to miss the training and education occurring in the field. In truth, the Charter School's "campus" extends to the communities and open spaces throughout Alameda and Contra Costa Counties where the corpsmember crews work and learn while in the field.

C. Collaboration and Networking Strategies

Collaboration is a dominant theme for the Corpsmember Division. The three Education Coordinators in charge of developing the program work closely as a team to develop classroom curriculum, and with field program staff to provide educational materials related to the work projects. The integration of classroom curriculum with education in the field will facilitate increased collaboration among these staff. All program staff confer regularly with the Director of Program and the Youth Development Manager. In addition to the daily informal interaction, weekly and monthly meetings address attendance; work projects; program and agency-wide policy issues; strategic planning; and coordinating the different program components.

As part of our holistic approach to student success we regularly seek consultations with parents and grandparents in order to connect with students' support structures outside of the EBCC. We are exploring ways to better educate these family members about the program so they can play a more informed and pro-active role in helping to keep corpsmembers on track.

Because of its unusual student population and program design, the Corpsmember Division works with additional partners that are less conventional than those in other public schools. In particular, we have on-going relationships with the business community to ensure that we are properly preparing our students. For example, contracts with our public agency sponsors provide paid field work for corpsmembers on environmental improvement projects and through agency internships. Our long-standing partnerships with these agencies are based in large part on their recognition that corpsmembers' performance in the field meets their immediate project needs *and* benefits the community as a whole. Sponsors include the Cities of Oakland and Berkeley, the East Bay Municipal Utility District, East Bay Regional Park District, and the Alameda County Public Works Department.

The EBCC's effectiveness in serving young people is due also to our successful collaboration with agencies that address similar needs and/or populations. We work closely with many of these programs to recruit new students; provide crisis intervention and links with supplemental community resources; develop cooperative community service projects; and in job training and placement. They include OUSD, the Oakland Police Department, the Oakland Housing Authority and Resident Councils, the Spanish Speaking Unity Council, East Bay Perinatal Council, West Oakland Health Center, and the East Bay Employment Training Coalition.

To further support the Employability component of the program, the EBCC's Business Advisory Council provides advice on the development of business opportunities and the skills required for employment in a variety of local industries. Members are also asked to interview and place a number of qualified corpsmember applicants. The Council currently includes Bank of America, Chevron Corporation, IBM Corporation, Port of Oakland, Schnitzer Steel, Semifreddi's Bakery, Sierra Designs, Wells Fargo and United Parcel Service.

Finally, we have enlisted the support and involvement of the Volunteer Center, the Oakland Private Industry Council and University of California at Berkeley's Central Computing Services to assist in our preparation for the computer lab's expansion and related teacher training. To aid us in designing a cost effective and efficient architecture for the lab, we have also established a Technology Committee. They are helping us to develop a more sophisticated approach to technology and to ensure that technology serves as a valuable educational tool for our students.

D. Overall Program Evaluation

To complement standardized academic tests required by the state, the Corpsmember Division will use Comprehensive Adult Student Assessment System (CASAS) tests to grant high school credit; Test of Adult Basic Education (TABE) tests; and other course-specific unit and completion tests. The objectives for this proposal, however, are key to improving and formalizing a comprehensive assessment program to include the range of skills taught in other competency areas as well. Measures of success will be related to students' ability to take care of themselves, their families, and their community, and their readiness for further education and fulfilling jobs. In addition, the EBCC is one of 13 corps nationally to receive a technical assistance grant from the National Association of Service and Conservation Corps, which will support our efforts to increase and document corpsmembers' post-program education and/or job placement success. Finally, program success will be reflected in the strength of our connections with the business community,

work project sponsors, other community-based organizations, parents and other community members. As part the strategic planning process, information gathering through personal interviews with key stakeholders will provide important data in this respect.

III. DESCRIPTION OF GRANT PROJECT GOALS AND ACTIVITIES

A. Identification of Program Needs

Over the years, the Corpsmember program has proven itself to be an effective vehicle for serving the educational and employment needs of at-risk youth. Charter school status gives us the opportunity and responsibility to advance the program to a higher level of instructional sophistication and accountability. It also allows us to expand the academic program to a 12.9 grade level, and to give high school credit for skills development in the other four competencies.

Limited staff resources, however, have prevented this process from moving forward at an acceptable pace and to the extent we envision. Additional expertise is needed in curriculum development and assessment to complement the experience we have on staff. And while the community service projects function as a major part of our program, we have not had the staff resources to integrate field and classroom education or to develop appropriate, formal assessment strategies. Finally, classroom and field staff will need to be trained to apply new curriculum and assessment tools and to assure uniformity in their instruction and assessment for any given subject or skill.

These needs have surfaced primarily through formal and informal discussions among all staff in the Division. The program's direction and design has also been shaped by informal feedback from parents, community-based partners, and project sponsors. Corpsmembers have voiced their concerns and needs, both informally and through surveys and the Corpsmember Council. Finally, various service projects and neighborhood events have given staff the opportunity to gain input from other members of the community.

The development of an integrated curriculum and comprehensive assessment program will significantly increase our educational capacity and benefit other organizational variables. Our staff will function as a more professional and tightly interwoven instructional network. We will be better able to track and evaluate the range of student outcomes, to both certify students' achievements and to account for the program's effectiveness to the community at large. Improved staff training will also allow us to use our limited resources more effectively and provide more solid evidence of the program's value as a national model to potential funders.

Moreover, as our ability to prepare corpsmembers improves, the fundamental tension will lessen between meeting our work contract requirements and corpsmembers' struggles to manage their lives. Corpsmembers' development of citizenship, employment and life skills will also reduce the burden on their families and the community's support systems. Finally, by becoming more productive members of society, students and graduates both will provide a return on our many partners' investments of support in this program.

B. Justification for Support to Fulfill Identified Needs

Support from the Department of Education's Charter School Grant Program will further our efforts to help corpsmembers meet the enormous pressures of their lives by supporting the development of a meaningful and comprehensive education program that is fully integrated with their work experience. Funds will be applied to formalizing, expanding and integrating the Division's curriculum and student assessment systems, and support teacher training. The process of formalizing curriculum will define what is meant by mastery in specific skills; how we teach these skills and what materials are used; and how mastery will be assessed at each level. It will result in a more coherent education program, with completely documented curriculum and evaluation measures and standardized lesson plans.

To accomplish this, we will apply the requested grant funds to enlisting the expertise of other educators to help us translate the range of skill requirements into formal, effective teaching models. Specifically, we will contract with up to three educational consultants to work with our Education Coordinators to:

- ▶ Develop and formalize curriculum and systems for student assessment and evaluation as they relate to all five competency areas;
- ▶ Assess and formalize field education, and integrate it with the rest of the program, including curriculum and assessment; and
- ▶ Acquire new curriculum materials as available and appropriate.

We will also expand and develop our own staff resources by hiring a new Field Operations Manager who will, among other things, coordinate all training for staff related to newly developed curriculum and assessment tools. Thus, the requested funds will help us leverage what we are already doing to expand and refine the Division's education program and will greatly improve our ability to measure and evaluate the school's success. Grant funds will not be applied directly to supporting other variables related to the school's management or partnerships.

C. Specific Grant Project Goals and Objectives

At the end of our proposed two-year grant period, we will have in place the following work products:

- ▶ A new, integrated body of curriculum and a set of assessment tools that are clearly defined and provide a replicable model for youth development and job training programs nationwide;
- ▶ A strong educational link between field work and other competency-based instruction;
- ▶ Clearly defined learning outcomes for the full range of instructional strategies and educational activities;
- ▶ Increased staff resources in the new Field Operations Manager;
- ▶ Increased educational skills and professionalism among program staff; and
- ▶ Greater program accountability.

These program advances will pave the way for a measurable increase in corpsmember skills in all competency areas, which will lead to greater success in their personal, professional and community lives. Key project staff in this effort include the Program Director, who will provide

general oversight for the proposed activities. The Youth Development Manager will provide day-to-day direction for the Education Coordinators, who will work closely with the consultants. The new Field Operations Manager will coordinate related training for all program staff. Grant funds will help pay for staff time and up to three consultants who will work approximately 300 hours over a six-to-nine month period of time. Funds will also be used for new curriculum materials and for staff training.

D. Self-Assessment and Procedures for Monitoring Progress Towards Project Goals

Our implementation timeline is as follows:

Year 1	September - October 1998	Hire consultants and Field Operations Manager.
	October 1998 - July 1999	Develop new curriculum and assessment tools.
	July - September 1999	Train staff in the use of the new curriculum and assessment tools.
Year 2	October 1999	Begin implementation of the new curriculum and assessment systems.
	December 1999	Integrate new materials into a portfolio system.
	January 2000	Implement Certificate of Mastery Program.
	February - August 2000	Continue implementing and refining the program based on results of formative program assessment and evaluation.

In Year 1, our key measure of success for this effort is the completion of our objectives within the above timeline. In Year 2, the effectiveness of the program will be reflected in how well students demonstrate mastery of what they learn. In addition to existing academic assessment tools described previously, this project will develop an assortment of formative and summative strategies for assessing the broader range of competency-based skills, including testing, portfolio items and observation in the field. We also plan to create a graduate review panel composed of staff and community members that will evaluate the completeness of students' portfolios, and interview them regarding how they will apply their skills after graduation.

We are also committed and look forward to the benefits of working with CDE and other grantees in required evaluation activities. In addition, required interim and final reports will be prepared for submission by the dates specified in our grant agreement. A copy of the charter school annual performance audit/report will also be provided. Expenditures related to this grant will be accounted for on a monthly basis as part of the agency's overall financial management system and as part of our annual, board-approved budget process.

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM APPENDIX F

Budget Sheet and Narrative - Proposed Expenditures

Page One

EAST BAY CONSERVATION CORPS CHARTER SCHOOL

CDS CODE #0130518

Acct. Codes	Description of Expenditure	Grant Funds	Other Funds	2 Year Total Expense
<u>1000 Series Certificated Salaries</u>				
1100	3 Education Coordinators @ 25% FTE @ \$38,046/year	25,750	31,319	57,069
1100	2 Charter School Certified Teachers @ 10% FTE @ \$38,760/year		7,752	7,752
1200	Youth Development Manager @ 25% FTE @ \$56,144/year		28,072	28,072
	<i>Subtotal 1000 Ser</i>	25,750	67,143	92,893
<u>2000 Series Classified Salaries</u>				
2100	3 Learning Center Staff @ 10% FTE @ \$22,100/year		13,260	13,260
2100	12 Field Operations Supervisors @ 10% FTE @ \$32,283/year		77,479	77,479
2100	3 Field Operations Assistant Supervisors @ 10% FTE @ \$16,360/year		9,816	9,816
2100	2 Recycling/Intern Program Supervisors @ 10% FTE @ \$28,407/year		11,363	11,363
2100	2 Recycling/Intern Program Assistant Supervisors @ 10% FTE @ \$20,195/y		8,078	8,078
2200	Director of Program @ 10% FTE @ \$63,230/year		12,646	12,646
2300	2 Charter School Support Staff @ 10% FTE @ \$30,702/year		12,281	12,281
2900	Field Operations Manager @ 50% FTE @ \$56,100/year	28,050	28,050	56,100
2900	2 Field Operations Coordinators @ 10% FTE @ \$40,138/year		16,055	16,055
2900	1.5 Case Workers @ 10% FTE @ \$29,444/year		8,833	8,833
2900	Recycling/Intern Program Manager @ 15% FTE @ \$44,326/year		13,298	13,298
2900	Recycling/Special Projects Coordinator @ 10% FTE @ \$43,250/year		8,650	8,650
	<i>Subtotal 2000 Ser</i>	28,050	219,810	247,860
<u>3000 Series Employee Benefits</u>				
3400	Staff Benefits @ \$230/month per FTE	4,582	23,018	27,600
3500	Staff FICA @ 7.65% and SUI @ 3.4%	5,945	31,708	37,653
3600	Staff Workers' Compensation @ 4.96%	2,668	14,233	16,901
	<i>Subtotal 3000 Ser</i>	13,195	68,960	82,155
<u>4000 Series Books and Supplies</u>				
4300	Instructional Materials and Supplies	1,984	23,016	25,000
4500	Curriculum Development Supplies	5,000	15,000	20,000
	<i>Subtotal 4000 Ser</i>	6,984	38,016	45,000

<u>5000 Series Services and Other Operating Expenditures</u>		-----	-----	-----
5100	Consultants - Curriculum Development @ \$50/hour	30,000	15,000	45,000
5100	Consultants - Staff Training @ \$50/hour	10,000	6,000	16,000
5200	Travel and Conference @ \$1,000	2,000	4,000	6,000
5400	General Liability Insurance @ \$125/month	792	2,208	3,000
5500	Utilities and Janitorial Service @ \$420/month	2,400	7,680	10,080
5600	Facility Lease and Maintenance @ \$600/month	3,648	10,752	14,400
5800	Printing and Duplicating @ \$250/month	2,400	3,600	6,000
5800	Communication and Postage @ \$225/month	1,560	3,840	5,400
5800	Equipment Repair and Maintenance @ \$200/month	1,800	3,000	4,800
<i>Subtotal 5000 Ser</i>		54,600	56,080	110,680
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CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM APPENDIX F
Budget Sheet and Narrative - Proposed Expenditures Page Two

EAST BAY CONSERVATION CORPS CHARTER SCHOOL
CDS CODE #0130518

Acct. Codes	Description of Expenditure	Grant Funds	Other Funds	2 Year Total Expense
<u>6000 Series Capital Outlay</u>				
6400	Curriculum Development Equipment	3,000	3,000	6,000
<i>Subtotal 6000 Ser</i>		3,000	3,000	6,000
<u>7000 Series Other Outgo</u>				
7300	Indirect Costs @ 14%	18,421	63,421	81,842
<i>Subtotal 7000 Ser</i>		18,421	63,421	81,842
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TOTAL PROPOSED EXPENDITURES		\$150,000.	\$516,430.	\$666,430.
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Statement of Revenue Sources

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT (Current Request)	150,000
Ca. Dept. of Education/Oakland Unified School District ADA (10% of ADA Funds)	84,788
Ca. Dept. of Education/Oakland Unified School District Catagorical Funds	28,000

California Department of Conservation (5% of DOC Grant)	110,000
Other Foundation and Corporate Support (Projected)	100,000
Field Operations Fee-for-Service Contracts	----- 193,642
TOTAL PROJECT REVENUE	=====

APPENDIX F: BUDGET NARRATIVE

- 1) Development of formalized curriculum and assessment strategies - Expenditures for primarily the Education Coordinators, the Youth Development Manager, and up to three educational consultants. They will be directly responsible for the associated work products. Charter School Support Staff will provide administrative support related to document preparation and student tracking system maintenance.
- 2) Formalization and integration of non-academic and field learning - Expenditures for the above staff and consultants, plus other program staff (field and recycling personnel and Case Workers) who will provide input and feedback. Charter School Support Staff will provide administrative support.
- 3) Training - Expenditures for the new Field Operations Manager, who will coordinate the training of all staff as it relates to this project. Training will be provided by the above and/or other educational consultants, and through professional conferences (see below.)
- 4) Curriculum Materials - Expenditures related to documenting curriculum and assessment tools developed in-house (printing and duplicating), and those purchased from outside sources (books and supplies). Charter School Support Staff will provide administrative support for producing in-house documents.
- 5) Travel and Conference - \$1,000 per event for 2-3 staff. Grant funds are for required events only; non-grant funds are for other training and professional development events.
- 6) Curriculum Development Equipment - Expenditures for equipment purchase potentially needed to support the development and/or implementation of new curriculum.
- 7) Other operating expenditures - Facilities-related expenditures based on square footage occupied by relevant staff. Communication and postage based on projected use.